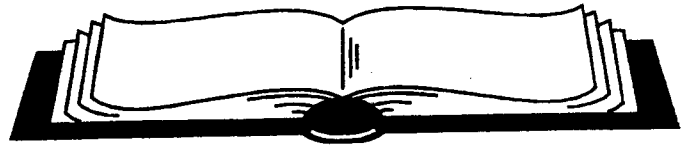


# NEW JERSEY

1999-2000

Guidelines and  
Application



# BEST PRACTICES

ORIGINAL

Deadline for Application to County Office  
NOVEMBER 22, 1999

Category	Language Arts Literacy	(Application is limited to one category. See page 3 for details.)
Practice Name	Writing Through the Use of Quotations	
Number of Schools with Practice	1	(If more than one school or district, read and complete information on page 2.)

County	Hunterdon		
District (Proper Name)	Tewksbury Township	School District	
District Address	171 Old Turnpike Road		
	street/p. o. box	07830	
	Califon		zip code
	city		
District Telephone	(908) 439-2010	Fax (908) 439-3160	Email
Chief School Administrator	Kenneth J. Gross		
Nominated School #1 (Proper Name)			
School Address	Old Turnpike School		
	street/p. o. box		
	171 Old Turnpike Road		
	city	Califon	07830 zip code
School Telephone	(908) 439-2010	Fax (908) 439-3160	Email
School Principal	Richard L. Ireland, Jr.		
Program Developer(s)	Carol Kemp		
Chief School Administrator's or Charter School Lead Person's Signature	<i>Kenneth J. Gross</i>		

FOR USE BY COUNTY SUPERINTENDENT OF SCHOOLS ONLY	
Approved: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	County Superintendent's Signature <i>J. Ericson</i>

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**NEW JERSEY**  
**BEST PRACTICES**  
**1999-2000 APPLICATION**

**Application Requirements:**

- ◆ **RESPONSES to the information and the statements below must be ANONYMOUS.** No reference should be made to the names of the district or the school(s). Use the words "the school" or "the schools" in referring to the applicant in responding to the statements.
- ◆ **USE ONLY THE SPACE PROVIDED ON THE APPLICATION FORM on pages 1, 2 (if applicable) and 4 and THE NUMBER OF LINES SPECIFIED FOR RESPONSES to the statements.** Do not include any additional materials, as they will not be reviewed in the selection process.
- ◆ Application must be **keyboarded on 8 1/2" x 11" white paper, portrait format. Ten-point or larger computer font or twelve-pitch or larger typewriter font must be used.** (This sentence is in ten-point.)
- ◆ **KEYBOARDED RESPONSES to the statements below must be no more than a total of three pages.** Keyboard the statement followed by the response. Format your response to the number of lines specified.
- ◆ **The information on page 4 and the keyboarded responses to statements must be printed or copied on one side of the page. The information on pages 1 and 2 (if applicable) must be printed or copied on one side of the page.** Staple pages 1 and 2 (if applicable) and 4 and the keyboarded responses together.
- ◆ **The original application must be signed by the district chief school administrator or charter school lead person, indicating his/her approval.**
- ◆ **The original and seven copies of the application must be submitted to the county superintendent of schools by November 22, 1999, with the Itemized List of District Applications form. Keep the seven copies of each application together with the original containing the signature of the district chief school administrator or charter school lead person on the top of each set.**
- ◆ **FAILURE TO COMPLY WITH THE PROCEDURES FOR SUBMISSION OF THE APPLICATION MAY RESULT IN THE ELIMINATION OF THE APPLICATION.**

The following data is required to assist the panelists in the evaluation of the application:		
<b>Type of School</b> <input type="checkbox"/> Elementary School <input checked="" type="checkbox"/> Middle School <input type="checkbox"/> Junior High School <input type="checkbox"/> High School <input type="checkbox"/> Other: _____	<b>Grade Levels</b> <div style="text-align: center; border-bottom: 1px solid black; width: 50px; margin: 0 auto;">8</div>	<b>Practice Name</b> <u>Writing Through the Use of</u> <u>Quotations</u>  <b>Number of Schools with Practice</b> <u>1</u> <b>Number of Districts with Practice</b> <u>1</u>

Check the ONE CATEGORY into which the practice best fits.		
<input type="checkbox"/> Arts (Visual and Performing Arts) <input type="checkbox"/> Assessment/Evaluation <input type="checkbox"/> Bilingual Education and Diversity <input type="checkbox"/> Citizenship/Character Education <input type="checkbox"/> Early Childhood Education Programs <input type="checkbox"/> Educational Support/Guidance and Counseling Programs (services contributing to high student achievement)	<input type="checkbox"/> Educational Technology <input type="checkbox"/> Health and Physical Education <input type="checkbox"/> Language Arts Literacy <input type="checkbox"/> Mathematics <input type="checkbox"/> Professional Development <input type="checkbox"/> Public Engagement (family involvement and partnerships with business, community and/or higher education)	<input type="checkbox"/> Safe Learning Environment <input type="checkbox"/> School-to-Careers/Workplace Readiness <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Special Education <input type="checkbox"/> World Languages

1. Describe the practice proposed for recognition, and list its objectives. Detail how the practice is innovative, how it promotes high student achievement and how it can be replicated. **(Maximum of 50 lines for response)**
2. Describe the educational needs of students that the practice addresses and how they were identified. List the *Core Curriculum including the Cross-Content Workplace Readiness Standards\** addressed by the practice and describe how the practice addresses the standard(s). **(Maximum of 50 lines for response)**
3. Document the assessment measures used to determine the extent to which the objectives of the practice have been met. **(Maximum of 60 lines for response)**

\*The 1996 edition of the *Core Curriculum Content Standards* published by the New Jersey State Department of Education was disseminated to all districts and charter schools and is available on line through the department's website at <http://www.state.nj.us/education>.

**1. Describe the practice proposed for recognition and lists its objectives. Detail how the practice is innovative, how it promotes high student achievement, and how it can be replicated. (Maximum 50 lines for response)**

"Life is a jigsaw puzzle with most of the pieces missing." (Unknown) What teenager would not find truth in those words? My "Writing Through the Use of Quotations" meets my objective of providing students with ongoing motivation and inspiration for developing their written and oral communication skills using higher level thinking. Two (teacher made) 40 page collections of famous, inspirational, funny, and unusual quotations are given to students. Over the last 12 years, students have used these collections (updated annually) in many literature and writing experiences. Students are assigned to discover quotations which really speak to them, writing responses using good paragraphing skills. These responses include how the quotation relates to their own lives and what they found to be especially humorous or touching. Students will often first gravitate to the funny quotations ("Don't accept your dog's admiration as conclusive evidence that you are wonderful." A. Landers), but as a trust is built up between teacher and student, students will seek out those which speak to the confusion of being a teenager. "Sticks and stones will break our bones, but words will break our hearts." (R. Fulghum) is one students often choose. Such quotations make for great discussions and introspection. When studying a piece of literature, students are often asked to peruse the collection for quotations with which certain characters would strongly agree or disagree. Ex: "All colors will agree in the dark." (F. Bacon) is a quotation with which Atticus Finch (To Kill a Mockingbird) would agree. Higher level thinking skills are required to make such comparisons and contrasts. In February students share the two quotation booklets with a parent/grandparent. Each adult finds a quotation from each booklet which addresses an important truth/value which he/she would like the student to understand. The student interviews the elder about his/her thoughts and feelings. Each student answers whether he/she agrees that this is essential advice for living. The student identifies whether he/she or the adult has ever had a specific experience where this truth proved to be important. This *extremely popular* assignment finds most students doing more than the two required interview quotations. Importantly, students are also asked in at least three main English essays to use a quotation as a supporting sentence or in the opening or closing. The student's artistic side is fostered when illustrating quotations based on literary devices. Ex: "Architecture is frozen music" (F. VonSchelling) made for a lovely painting a few years ago while "I feel like a character in a novel." (President Clinton) made for a biting satirical drawing based on characters from The Wizard of Oz. "As a white candle in a holy place, so is the beauty of an aged face." (J. Campbell) allowed a student with an interest in photography to highlight her grandmother. Quotations create titles for graduations poems: "There will come a time when you believe everything is finished. That will be the beginning." (L. L'Amour) Also, students are asked to compile their own list of quotations from literature and media or quotations said about the student: "Plan ahead for better results," a student's mom. and "You are a clever manipulator of people, but use this skill for good only." - student's fortune cookie. Poems, lists, and reactions to quotations become part of the final poetry/prose collection of the year. Individuals can also earn extra credit in social studies and English by investigating why a certain person from my collection may have said what he/she said. Ex: "You can build a throne with bayonets, but you can't sit on it for long." (Boris Yeltsin) My Quotation Unit is the #1 spark that I have to get even a reluctant writer to produce page after page of response. All students polish their writing skills, especially their ability to detail. Because students must choose many pieces to prepare in final draft form, editing skills are improved. Students also share certain personal responses with their classmates in our classroom's cozy "living room" corner, and they read their quotations befitting a character in a more formal way, improving public speaking skills. Students critique each other's responses on teacher made sheets. This program can be replicated by preparing one's own booklets (or by securing a copy of mine) and utilizing the activities mentioned earlier.

**2. Describe the educational needs of students that the practice addresses and how they were identified. List the Core Curriculum Content including the Cross-Content Workplace Readiness Standards addressed by the practice and describe how the practice addresses the standards. (Maximum 50 lines for response)**

Every English teacher has encountered a student who exclaimed, "I have nothing to write about!" When prompted to use personal experiences, the student professed, "But nothing interesting has ever happened to me." For the solution to this problem, I turned to my own personal experience. Following in my dad's footsteps, I have always collected quotations because they make me think more deeply about the plight of others, or they make me look at a problem that I am having in a different way, or they trigger a forgotten memory, or they simply make me laugh. I believed that this might be the catalyst for getting my students' ideas flowing and sparking their recollections of "interesting" personal experiences. Thus, the Quotation Unit was born! I begin by showing my students the power of words and the joy that words can bring to their lives. I frequently model my reactions to quotations by relating anecdotes about my present life and by sharing my own memories of being a teenager. Soon those lost memories in a "blocked" student are found, and the student finds the voice that was hidden. Not only can students find items on which to write, but their writings become more and more detailed. The dividends continue as I reinforce the application of literary terms that we are studying. Students are asked to look for and to use similes, metaphors, personification, alliteration, etc. Any unfamiliar word in a quotation must also be defined because they know that I will invariably ask them about those words when they are doing their oral presentations. This Best Practice addresses all of the Language Arts Literacy Standards. Most importantly, writing in a clear organized fashion (3.3) is what I stress from September to June, and this project helps to meet that goal. Students are encouraged to use a quotation when trying to make an essay opening or closing more interesting or when needing to back up a strong point within a paragraph of an essay. I have seen our EWT/GEPA language arts scores soar annually. This unit is one of the ways that these very strong results are achieved. My students feel confident that they have a special toolbox of quotations to open when they are "stuck" in writing. Students also speak for a variety of purposes (3.1) when they read original quotation based partner stories or skits and when they informally and formally share their responses and poetry based upon the quotations. Students must listen actively (3.2) to presentations because they are often asked to critique what classmates presented. Additionally, students read through my collections and use a critical eye to find quotations of their own (3.4). The displaying of the student made artwork and the need to look through photographs and other visual materials require the pupil to "view, understand, and use contextual information." (3.5) Many of the workplace readiness skills are also addressed through this Best Practice. Standard 1 is "All Students will develop career planning and workplace readiness skills." Many of the quotations in the booklet address the importance of personal skills and attitude to acquiring success, as well as the importance of career planning and achievement in one's selected field. These are important progress indicators of Standard 1. The students' search for other quotations that speak to them addresses Standard 2: "All students will use information, technology, and other tools." Students need to access information and search databases and print resources in libraries and media centers. Some quotations force students to discuss problems related to the increasing use of technologies. The need to discuss their reactions to quotations and interact with a family member addresses Standard 3: "All students will use critical thinking, decision-making, and problem-solving skills." These activities force students to monitor and validate their own thinking, interpret and analyze data to draw conclusions, formulate questions and hypotheses, and many other of the progress indicators for Standard 3. Standard 4 is thoroughly covered as students set short and long term goals for completion of their assignments, evaluate their own actions, react to and provide criticism, and use their time effectively.

**3. Document the assessment measures used to determine the extent to which the objectives of the practice are met.” (Maximum 60 lines for response)**

The objectives for the “Quotation” project are clearly met. I have definitely seen the level of sophistication rise in essays and oral presentations because of the incorporation of quotations. Students are graded based upon the depth and clarity of their responses, their ability to edit for final draft form, and their ability to persuade the audience why a character would or would not agree with a quotation. Assessment includes how creatively students produced artwork, skits, short stories, and poetry. The quotation writing is an excellent way for students to express their feelings. Listening to and reading over their reactions to quotations makes me a more empathetic teacher. I conference with the students about many of their responses, and I add my comments to the lively discussions which take place regarding the quotations. In the end students combine their initial personal reactions, their interactions with classmates, my reactions to their drafts, and techniques learned through my modeling to create a booklet and artwork that truly reflect who they are (even though the process began with the thoughts of others). The finished work is then ready for its audience. Each student has a piece of quotation related artwork displayed in the main hall, and his/her best quotation writing is submitted to an annual local poetry/prose contest (the awards for which are given at the Graduation Ceremony) and has the piece of writing published in the Graduation Writing Anthology, a souvenir given at the Graduation Dinner Dance. We highlight these winners on a school wide bulletin board in September and in the local paper, thus, giving the new class of eighth graders an incentive for writing. The successful quest for meaningful quotes continues when the student produced yearbook appears from the publisher, for it contains the quotations submitted by the students which exemplify that graduating class’s yearbook theme. Students scour the pages, looking to see if their particular quotations made it through the final edit. Also, I have former students who tell me yearly that they have found my booklets helpful in high school papers and college applications. I received a very positive response last year to the then newly added parent/child exploration of the quotation booklets for truths about living. Parents told me verbally and through numerous complimentary notes that they truly enjoyed this opportunity to give advice to their children through a different and enjoyable avenue. They found the Quotation Unit to be a strong yet nonthreatening conversation starter with their children. Lastly, our writing scores on the EWT and our language arts scores on the GEPA have been outstanding. As stated earlier, I consider this unit to be one of the main reasons why our students perform so well year after year. From progress reports to dittos explaining an assignment to parents’ guides for Back to School Night, I add inspirational quotations to almost everything that I give out. Perhaps one will strike a cord with a student or parent. In conclusion, quotations are the most powerful tool used in my teaching. “People seldom improve when they have no other model than themselves to copy.” (Goldsmith), or as the writer of this best practice application says, “Sometimes one can find his or her own voice by first listening to others.”